

#### SPECIAL EDUCATION PROGRAMS

MONTHLY SPECIAL EDUCATION DIRECTOR CALLS



COLLEGE, CAREER, LIFE READY

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## Exploring SD-STARS reports for Special Education

SPED Directors Call

**Brad Steckelberg** 

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#### **Objectives**

- SD-STARS Overview
- Review SPED reports in SD-STARS
- Exit Ticket

#### Google Doc for today's meeting:

https://docs.google.com/document/d/1wKKl3fKKePaR-3mAnPsVPaJnNjxqGEVD5oneMq5Nyy4/edit

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#### **Questions? Use the Parking Lot!**

#### Parking Lot

Questions	Response
How can I reach the SD-STARS team?	STARSHelp@state.sd.us Mailing list for newsletters, notices: https://www.k12.sd.us/MailingList/DataSTARS

#### **Google Doc:**

https://docs.google.com/document/d/1wKKI3fKKePaR-3mAnPsVPaJnNjxqGEVD5oneMq5Nyy4/edit



#### **Data Sources and Reports**

A list of all current data sources within SD-STARS as well as reports available is available on the DOE website.

http://doe.sd.gov/sdstars

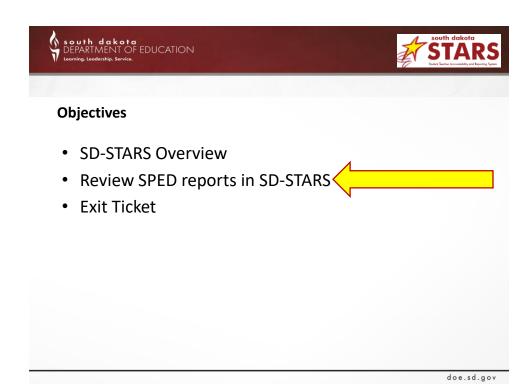


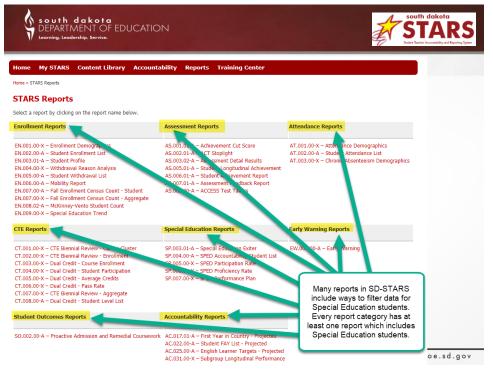
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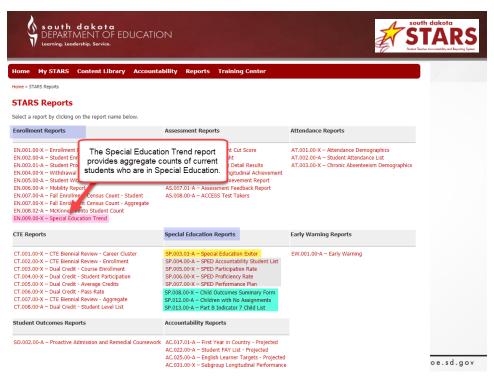
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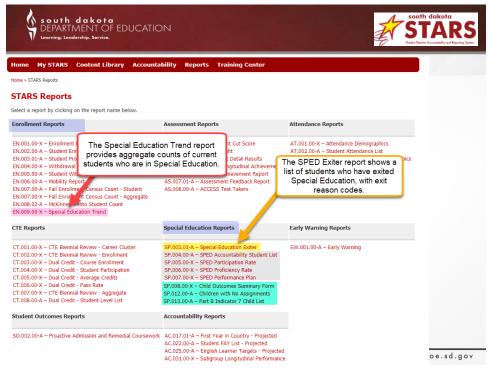
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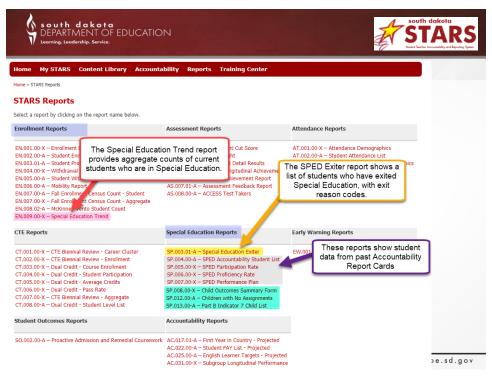


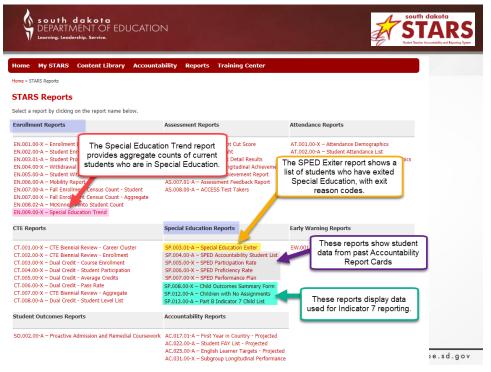


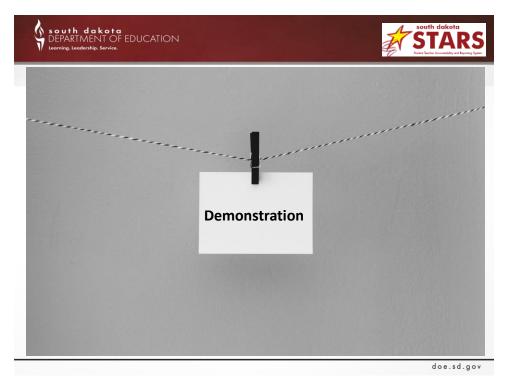


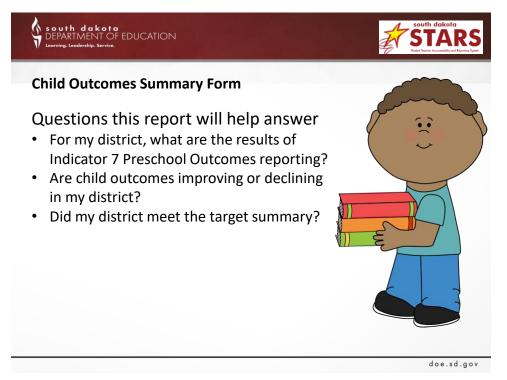
















#### Part B Indicator 7 Child List

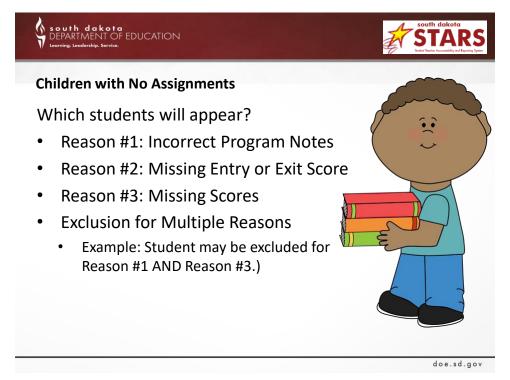
Questions this report will help answer

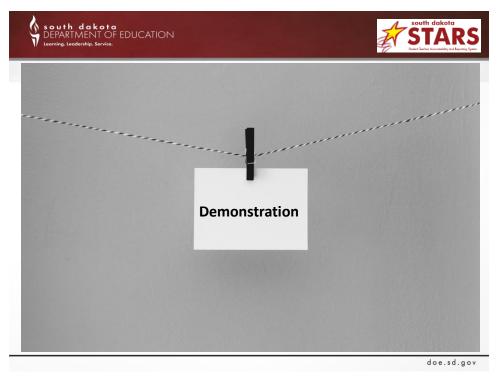
- Which children were included in the Indicator 7 Preschool Outcomes reporting for my district?
- How many children fell into the c and d categories for positive social-emotional skills? d and e categories for communication or acquisition and use of knowledge and skills?

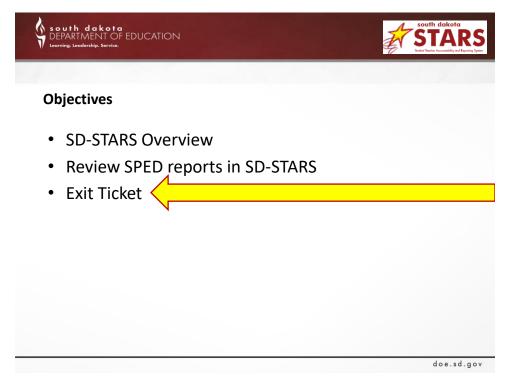


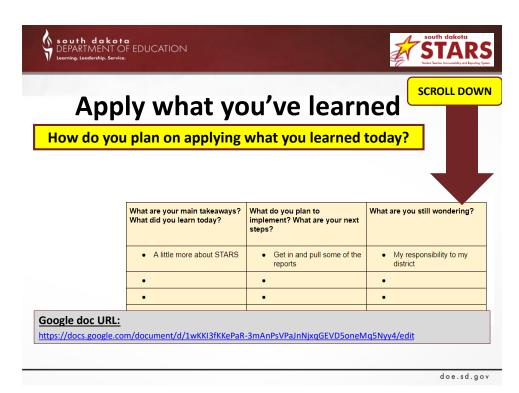
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#### Apply what you've learned

- What did you learn today?
- What prior knowledge was reinforced today?
- What do you plan to implement? What are your next steps?
- What are you still wondering?

- Ideas for next steps
  - Read the STARS Connection newsletter
  - Share with other users trainings/resources
  - SD-STARS trainings for your district ore region
  - Report and enhancement requests
  - Join us in March for another webinar
- March 25 webinar topic:
   New reports/recent changes in SD-STARS!

Register: (GoSignMeUp)

 $\underline{https://southdakota.gosignmeup.com/public/Course/browse?courseid=12657}$ 

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#### Contact SD-STARS:

Website: <a href="http://doe.sd.gov/SDSTARS/">http://doe.sd.gov/SDSTARS/</a>

Newsletter: <a href="http://doe.sd.gov/publications.aspx">http://doe.sd.gov/publications.aspx</a>

Email: <u>STARSHelp@state.sd.us</u>

Contact SPED: 605-773-3678

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# Special Olympics Unified Champion Schools®

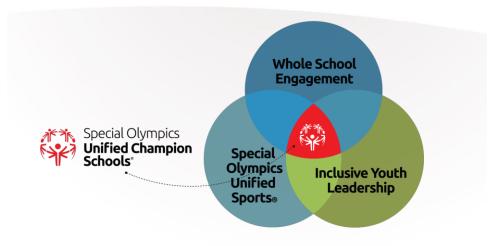
Fall 2019





## Unified Champion Schools 3-COMPONENT MODEL





\*Adaptable model based on grade level

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## Our Goal A Positive School Climate



- O Diversity is valued.
- **©** Equity is demanded.
- Every student is a contributing member.



#### What We Are Up Against





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#### Unified Champion Schools



A strategy to activate youth, engage educators, and promote school communities of acceptance and inclusion where all young people are agents of change.



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## Unified Champion Schools OBJECTIVES





Create schools of acceptance.



Promote positive attitudes and behaviors.

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#### Unified Champion Schools





Unsafe and Unsupportive School Climates - Bullying

Lessons and activities that promote understanding of differences

Youth leadership and advocacy

Programming designed and meant for ALL students

**Unified Sports** 

Obesity and other healthrelated problems

Tolerance + Justice + Activity

C

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#### Unified Champion Schools





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## **Special Olympics Unified Sports**®

**COMPONENT 1** 







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## Special Olympics Unified Sports®



A fully inclusive sports or fitness

program that combines an approximately
equal number of students with and
without intellectual disabilities.



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#### **Unified Sports**





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## Unified Sports Unified Physical Education



Unified Physical Education provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. The Unified Physical Education course is structured around the national physical education standards and grade-level outcomes, which include gaining the knowledge and skills necessary to maintain a healthenhancing level of fitness.

Additionally, the class supports the development of leadership skills for all students, and the empowerment of ALL students to foster an inclusive class and school-wide environment.



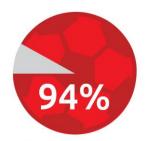
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## Unified Sports DATA





of Unified sports teammates without intellectual disabilities report **increased understanding** of people with intellectual disabilities



of athletes and teammates say
Unified Sports made them **healthier**and **91%** of athletes and teammates report
Unified Sports **improved their sports skills** 



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## SPECIAL OLYMPICS UNIFIED CHAMPION SCHOOLS

## INCLUSIVE YOUTH LEADERSHIP



### Inclusive Youth Leadership Opportunities



Unified Clubs or Youth Activation Committee (YAC)

Inclusive existing clubs (i.e. inclusive student council)



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## Inclusive Youth Leadership UNIFIED CLUBS



A **Unified Club** is a <u>new</u> school club focused on Special Olympics Unified Champion Schools that is recognized by the school administration.



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#### BEST**BUDDIES**



Best Buddies International is the world's largest organization dedicated to ending the social, physical and economic isolation of the 200 million people with intellectual and developmental disabilities (IDD). Our programs empower the special abilities of people with IDD by helping them form meaningful friendships with their peers, secure successful jobs, live independently, improve public speaking, self-advocacy and communication skills, and feel valued by society.

#### **Elementary Schools**

Best Buddies Elementary Schools introduces students to inclusion at a young age. Through events and activities hosted during the school day, students with and without IDD participate in integrated lessons and games which foster understanding, acceptance, and allow for organic friendships to be built between peers of all abilities.

#### Middle Schools

Best Buddies Middle Schools helps to create a place of belonging, comfort, and fun for students with and without IDD. By matching students with disabilities with their peers in a one-to-one friendship, the Best Buddies program strives to eliminate social isolation and provide engaging and integrated events and activities with the leadership of teachers and students.

#### High Schools

Best Buddies High Schools fosters one-to-one friendships between students with and without IDD. With an additional emphasis on leadership training, the High School program provides leadership development and skill building for students with and without disabilities to manage their chapter and develop the skills to lead a movement of inclusion in their community.

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#### Inclusive Youth Leadership

#### **PROMOTE INCLUSION**





- October National Bullying Prevention Month
- March National ID/DD Awareness Month
- · March Spread the Word
- Using Social Media to share stories



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#### **Starting a School Chapter**

STEPS TO MAKE IT HAPPEN



@BestBuddiesExpansion

One-To-One Integrated Employment

Leadership Inclusive Living

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### Inclusive Youth Leadership



#### **Recruiting Members**

- Any student can join
- Who stands out amongst their PEERS?
- Other clubs
- Students that want to lead, but haven't had the chance
- Consult Special Education Teachers and Director



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### Inclusive Youth Leadership IN HIGH SCHOOLS



#### **Examples of Whole SchoolActivities**

- The National Honor Society hosts a series of assemblies
- The junior prom committee seeks nominations for diverse students to be on the prom court
- The Unified Club incorporates social inclusion as part of the schoolwide expectations for student behavior



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## SPECIAL OLYMPICS UNIFIED CHAMPION SCHOOLS

## WHOLE SCHOOL ENGAGEMENT

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### Whole SchoolEngagement COMPONENT 3



Awareness and education activities that promote inclusion and reach the majority of the school population.



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#### Whole SchoolEngagement



#### Types of Whole School Engagement;

- Pep Rallies and/or "Fans in the Stands" for Unified Sports teams
- Spread the Word: Inclusion or Respect Campaign
- Awareness assemblies



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### Whole SchoolEngagement R-WORD CAMPAIGN







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#### Impact & data

**KEY FINDINGS** 



#### Students without ID;

- Positive attitudes toward their peers
- More tolerant
- Realize the impact of their words & actions

#### Students with ID;

- Feel welcome
- Are routinely included
- Feel they are a valued part of all activities



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#### Impact & data

**KEY FINDINGS** 



97%

97% of school liaisons felt that the UCS Program raised awareness about students with ID (77% felt it made a big difference) 94%

94% of school liaisons felt that the UCS Program reduces bulling, teasing, and the use of offensive language in schools Friendships

More students who participated in the UCS program believed they had a friend at school to talk to about problems (75%) or help them through a hard time (78%) compared to students not in the UCS program

97%

97% of school liaisons felt that UCS increased the confidence of students with ID (80% felt it made a big difference)



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#### Impact & data

#### **KEY FINDINGS**



80% of involved teachers/school staff believe participation in Unified Champion Schools program has made a big difference in increasing the confidence of students with disabilities.

99% of UCS teacher liaisons felt that the program is valuable for the school as a whole

95% of liaisons felt that the program created a more socially inclusive school climate

65% of students stated that the relationships they developed with their peers with ID was one of the best parts of participating in the UCS Program

Students who participate in the UCS program have higher levels of grit, receive better grades, and are more empathetic/compassionate.

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#### Impact & data





There is a strong relationship between school connectedness and important outcomes such as regular school attendance and staying in school.



Children with disabilities are two to three times more likely to be bullied than their peers without disabilities.



95% of school liaisons feel that the Unified Schools strategy has made a big impact in creating a more inclusive school environment.



94% of liaisons feel the Unified Schools strategy has made a big impact in reducing bullying and teasing in theirschools.



97% of high school seniors say that the Unified Champion School is changing their school for the better.



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#### Impact & data



#### **Lasting Impact:**

- 70% post-graduates keep in contact with Athletes since graduating.
- Graduates gain leadership skills that carry into their present lives.
- 75% of graduates say participation has influenced future plans.



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## SD PARENTAL RIGHTS HANDBOOK South dakota

- Updated SD Parental Rights Handbook
  - Collaborative effort with the South Dakota Advisory Panel for Children with Disabilities (SDAPCD)
    - Content has not changed
    - Easier to read format and parent friendly
    - Spanish versions coming soon...
  - Document is now posted at: <a href="https://doe.sd.gov/sped/parentalrights.aspx">https://doe.sd.gov/sped/parentalrights.aspx</a> and it is attached as a handout for this presentation
  - Questions or comments can be sent to <u>Wendy.Trujillo@state.sd.us</u>

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Spanish versions of the Medicaid documents are now available online at: https://doe.sd.gov/sped/IEP.aspx

- School Based Medicaid Information
  - · Letter from US DOE
  - · Medicaid Covered Services
  - · Private Health Insurance Consent Form
  - · Medicaid Consent Form (spanish)
  - · Notification To Access Public Benefits Or Insurance(Medicaid) (spanish)

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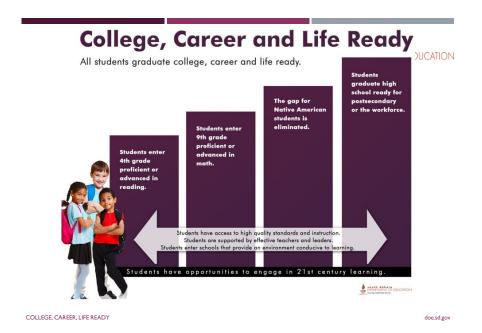




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## PROFICIENCY IN READING BY 4<sup>TH</sup> GRADE PROFICIENCY IN MATH BY 9<sup>TH</sup> GRADE





### STUDENTS GRADUATE READY FOR POST-SECONDARY OR THE WORKFORCE



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#### SCHOOL CLIMATE

STUDENTS ENTER SCHOOLS THAT ARE PROVIDE AN ENVIRONMENT CONDUCIVE TO LEARNING.



## FEBRUARY BEHAVIOR TIP: EXPECTATIONS





- Let the student know what is expected.
  - Have the student be a part of setting their expectations (behavior and academic)
  - Include this in the behavior impedes learning section
  - Review behavior expectations with student before situations where behaviors occur
  - Reinforce student when expectations are met
  - Increase expectations

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### APPLICATIONS FOR NEW MTSS DISTRICTS DUE FEBRUARY 28



#### **Benefits of a Multi-Tiered System of Supports**

- Solidifies a rapid response to student and staff needs
- Allows a district to examine the overall health of their system
- Develops a common language for students, staff, parents, and community
- Creates a common vision and an action plan to achieve it

#### What the State Provides

- Free professional development/team trainings
- One-on-one coordinator
- \$1500 grant to cover travel or data collection systems

#### **Applications Available**

- https://doe.sd.gov/sped/mtss.aspx
- Contact Becky Cain at Rebecca.cain@state.sd.us or 280-3568 with any questions

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#### EFFECTIVE TEACHERS AND LEADERS

STUDENTS ARE SUPPORTED BY EFFECTIVE TEACHERS AND LEADERS.



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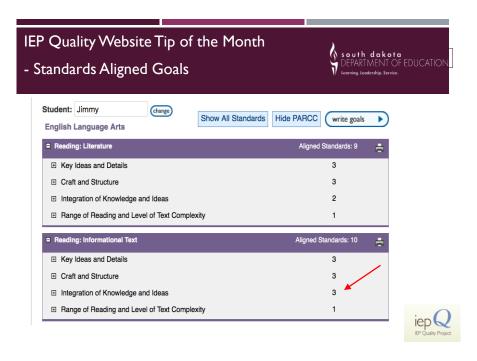
## IEP Quality Website Tip of the Month - Standards Aligned Goals | South dakota | DEPARTMENT OF EDUCATION | Learning, Learning

#### From the PLAAFP of Jimmy:

- -5<sup>th</sup> grader with services for intellectual disability with limited to moderate support needs
- -Reads 63 wpm on grade-level passages placing him at the 15th percentile
- -Score of 7 on MAZE indicates that he is at the 9th percentile. Reading comprehension on the newer measure is consistent (10th percentile)
- -From observations he does not select the key words/main ideas from a short passage. Rather, he attends to the "big words" (his comment) thinking these are the most important.
- -Uses text-to-speech app for longer passages. His comprehension of grade-level text in this mode is somewhat better. On the same type of passages, he scores about the 25th percentile.

The team wants to focus on improving his reading without the use of accommodations at this point.











#### Consider the Selected Standard's Components/ Skills

Standard RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. Skill Concepts:

- Solve Problems
- Locate:
- Information
- Answers

Content / Task Options:

- Using Print sources
- Using Digital Sources

## IEP Quality Website Tip of the Month

- Standards Aligned Goals



#### **Possible Goals:**

Given a literal comprehension question from an informational text at the third to fourth grade level (e.g. science, social studies, Newsela article), and three possible answers to the question, limmy will state or select the correct answer with 100% accuracy on 3 of 4 consecutive trials for three consecutive weeks.

Given a literal comprehension question from an informational text at the third to fourth grade level (e.g. science, social studies, Newsela article), and three possible answers to the question, Jimmy will highlight the important words in the question (e.g. Who, What, When, color, feeling, etc...), find the related words in the text that answer the question by highlighting, underlining, or pointing to them, and state or select the correct answer with 100% accuracy on 3 of 4 consecutive trials for three consecutive weeks.

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## IEP Quality Website Tip of the Month

- Standards Aligned Goals



- For other students with different PLAAFP skill areas of need, goals for the same standard may focus on skills such as:
  - Given a question related to a topic of current study and access to a computer with internet search capability, Martha will do an internet search using related search criteria, select from the search results a page that relates to the question, and write down information from that page that correctly answers the question, with all 3 steps completed accurately on 3 of 4 trials.
  - Given a self or staff-generated question about an everyday task or inquiry (e.g., What time does the bus come to pick me up? How much money will it cost to go to the movies? What is the weather tomorrow? ) for which the answer can be found in text form (e.g. internet page, movie theater schedules, newspaper or weather app) and directed to the texts, Javonte will use key words and visual clues such as headings to independently locate the answer to his question using those texts, with 100% accuracy in 3 out of 4 consecutive opportunities.



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## **DATA**



# BATTELLE DEVELOPMENTAL INVENTORY III (BDI3)



Question	Answer
When will districts be required to implement the BDI-3?	Districts are using the most current version of an evaluation instrument  BDI3 released July 2020  Districts should be prepared to begin using the BDI3 by July 1st, 2021
What is new with the BDI-3?	New norms and items with updated artwork and content Assess emerging literacy and mathematics skills with the Battelle Early Academic Survey Fewer manipulatives and presentation cards needed for administration New Mobile Data Solution app available on IOS, Android, and Windows devices Easier administration and scoring with modular reporting available through webbased Riverside Score scoring and reporting platform
If a student has an entry score using the BDI-2 can we use the BDI-3 for exit?	No, students should receive the same evaluation tool for entry and exit.  • As of July 1, 2021, all new students age Birth to Five entering must be evaluated using the BDI-3  • The state will purchase scoring licenses for both BDI-2 Data Manager and BDI-3 Riverside Score for 3 years  • BDI-2 will be phased out by June 30, 2024 and the data manager for BDI2 will no longer be available
Will districts be able to use the BDI-2 kits or will we have to purchase new kits?	No, however  Few of the manipulatives are the same, so you should keep them as backup  Riverside will be providing a comparison list for materials  Districts will be responsible for purchasing new kits and protocols

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Question	Answer
Will there be training available for districts on the new BDI-3?	Yes.  • Riverside will offer trainings online (free) and in-person
	₩ BDI-3 Training
	♦ On Site - Complete Assessment- Full Day
	◆ On Site - Screening Test- ½ day
	♦ On Site - Academic Domain- 1/2 day
	♦ Webinar - Scoring and Reporting Platform
	♦ Webinar - What's New (first year only?)
	eLearning Administration and Scoring "Certification" course
	eLearning (for Examiners) Getting Started
	eLearning (for Account Holders and Administrators)
	SEP is in the process of determining whether or not the online modules will be updated
Who will manage the program licensing?	State Special Education Programs
	SEP will continue to purchase license for the online scoring tool
	Districts will report to SEP update user lists
	SEP will enter new users
	District users will have access to the following features:     Input Assessment Data
	Export Student and Assessment Data
	Manage students (add/edit/roster)



## **ACCOUNTABILITY**



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# COMPREHENSIVE PLAN

- Districts are required to review and update comprehensive plans yearly.
- Districts must also have School Board approval of the plan yearly.
  - This date is submitted through IDEA Flow Through Applications.
- 24:05:27:10. Individual educational programs for students placed in private schools (out of district placements). (Reviewed ARSD in January)
  - Review or add the district procedures regarding this ARSD in your comprehensive plan.

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# LRP WEBINAR OPPORTUNITY ABCS OF PRIOR WRITTEN NOTICE



- Presented by Dianna Bowen, Esq
- Practical guidance on how to meet IDEA requirements
- Best practice for providing a clear record of the offer of FAPE with the PPWN
- February 27, 2020, 1:00-2:30 CST
  - Pierre: Library Commons
  - Sioux Falls: Sioux Falls School District Instructional Planning Center
- Registration open on Gosignmeup
- Free if you register for SEP sponsored site
- Contact Becky Cain at Rebecca.cain@state.sd.us with any questions

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## TEACHER OR DISTRICT SHARING



## THE MUSIC OF INCLUSION





- Roosevelt High School in Sioux Falls is creating a culture of inclusivity. The Student Council has taken the lead by giving each student matching tshirts, organizing a Best Buddies program, and all abilities sport tournaments. And now the choir department is joining in with what is believed to be the first competitive all abilities show choir in the nation. SDPB's Cara Hetland has this story on Unity Inc.
  - https://www.sdpb.org/blogs/education/ /the-music-of-inclusion/

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# REMINDER: NO CALL IN MARCH DUE TO SPED CONFERENCE

# Next Sped Directors LiveMeeting ~APRIL 21, 2020

## south dakota DEPARTMENT OF EDUCATION Learning, Leadership, Service.

## SOUTH DAKOTA STATE PERFORMANCE PLAN (SPP)

**RESULTS** 



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		south dakota DEPARTMENT OF EDUCAT
RESULTS INDICATORS	COMPLIANCE INDICATORS	V Learning. Leadership. Service.
Indicator I: Graduation	Indicator 4B: Suspension/Expulsion by Race/Ethnicity	
Indicator 2: Dropout	Indicator 9: Disproportionate Racial/Ethnic Representation	
Indicator 3: Statewide Assessment	Indicator 10: Disproportionate Racial/Ethnic Representations in Specific Eligibility Categories	
Indicator 4A: Suspension/Expulsion	Indicator II: Child Find	
Indicator 5: Educational Environments	Indicator 12: Early Childhood Transition	
Indicator 6: Preschool Environments	Indicator 13: Secondary Transition	
Indicator 7: Preschool Outcomes	Indicator 15: Resolution Sessions	
Indicator 8: Parent Involvement	Indicator 16: Mediation	
Indicator 14: Post-School Outcomes		
Indicator 17: SSIP-SIMR (PILOT)		
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#### INDICATOR I: **GRADUATION RATE (RESULTS)**



Percent of youth with IEPs graduating from HS with a regular diploma in 4 years



- Data Source: SIMS (Infinite Campus)
  - Data includes any student who started 9th grade four years earlier and graduated with a regular high school diploma.
    - Students who are coded as diploma with requirements modified by the IEP team are not counted in the graduation cohort
- **Collection Method:** Information is collected through SIMS/Campus utilizing the enrollment tab. It is the ESEA graduation calculation.
- Collection Dates: Student who started 9th grade four years earlier and how many graduated with regular diploma in 4 years
- Data Submission Date: Second Friday in June

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## **INDICATOR I: GRADUATION RATE CALCULATION**







- Students with IEPs (SWD) in grades 9-12 who graduated in 4 years (cohort).
- 9th grade SWD (cohort)
- SWD who transferred into cohort
- D= SWD who transferred out of cohort
- SWD who emigrated or died E=

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# INDICATOR 1: GRADUATION RATE (RESULTS)



- Who are these kids? (lag year data)
  - SY 2017-18 Cohort
    - Enrolled in high school for the first time in fall of 2014
    - Students whose 4 yr graduation date would have been Spring of 2018

FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status	Slippage
60.18%	85.00%	62.98%	Did not meet target	No Slippage

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## INDICATOR I: GRADUATION RATE (RESULTS)



Description	Data
Number of youth with IEPs graduating with a regular diploma	393
Number of youth with IEPs eligible to graduate	624
Regulatory four-year adjusted-cohort graduation rate table	62.98%

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# INDICATOR I: GRADUATION RATE (RESULTS)



- Reminder: Graduation Codes will change this spring
- Results of that won't show up for 2 years
  - Expect that rate may decline?

General Enrollment Field	Special Education Field
19: Continues – Completed IEP team modified course requirements	03 – Continues – Completed IEP team modified course requirements
20: Discontinued Education – Completed IEP team modified course requirements	13 – Discontinued education – Completed IEP team modified course requirements
21: Aged Out – Completed IEP team modified course requirements	I4 – Aged Out – Completed IEP team modified course requirements

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## INDICATOR 2: DROPOUT RATE (RESULTS)



Challenge: Students with disabilities have a higher dropout rate than their nondisabled peers.

■ Goal: Decrease the dropout rate of student with disabilities.



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## INDICATOR 2: DROPOUT RATE (RESULTS)



- Data is collected from Campus
- Looks at exit codes 07 and 08
- Uses lag year data. 2020 submission uses 2017-2018 data



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# INDICATOR 2: DROPOUT RATE (RESULTS)



#### **How Indicator 2 is Calculated:**

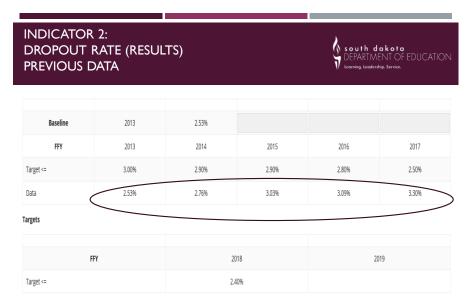
- A= Students with IEPs in ages 14-21 who are enrolled as of Dec. I child count and
- Dropped out (Exit Code 08) or
- Moved Not known to Continue (Exit Code 07).

**B=** Students with IEPs ages 14-21 who are enrolled as of **Dec. I child count**.

 $A \div B \times 100 = Dropout \%$ 

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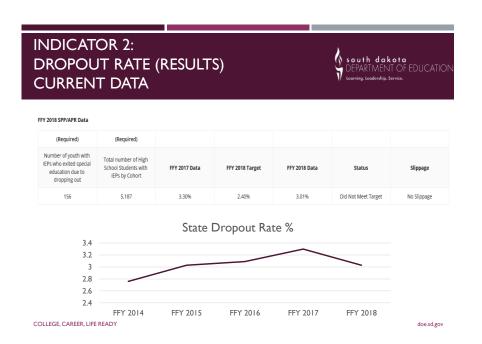
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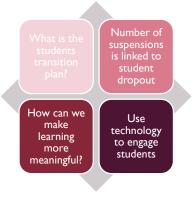
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# INDICATOR 2 CONSIDERATIONS





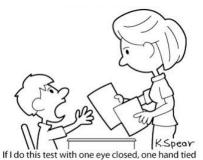
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# INDICATOR 3: STATEWIDE ASSESSMENT (RESULTS)





If I do this test with one eye closed, one hand tied behind my back and hopping on one foot, do I get an A for effort?" **3B:** Participation on Statewide Assessment

**3C:** Proficiency

- Data source: Smarter Balance/MSAA along with SIMS
- Reports: SD STARS and State Report Card
- Collection Dates: Campus student data updated by 2<sup>nd</sup> Friday in June and assessment window
- Submission Date: Student Data finalized in campus by 2<sup>nd</sup> Friday in June

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## **INDICATOR 3B: PARTICIPATION**





A ÷ B x 100 = % Participation A. # of students with IEPs participating in the assessment B. # of students with IEPs in grades 3-8 & 11 during the testing window (reading & math calculated separately)



Participation rate is based on all students with IEPs in the district as of May 1 in grade 3-8 & 11.

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## **INDICATOR 3B: PARTICIPATION**



	Number of children with IEPs	Number of children with IEPs participating	FFY 2018 Target	FFY 2018 Status Data		Slippage
Reading	10,826	10,752	99.40%	99.32%	Target not met	No Slippage
				•		
Math	10,829	10,744	99.40%	99.22%	Target not met	No Slippage

 Participation has remained steady in the 99% level with a few tenths difference between years and subjects.

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## **INDICATOR 3B: PROFICIENCY**



## $(A + B) \div C \times 100 = \%$

A.# of students with IEPs scoring proficient or above against grade level standards.

B. # of student with IEPs scoring proficient or above against alternative standards.

C.# of students with IEPs who received a valid proficiency score.



Proficiency rate is based on all district students with IEPs as of May I in grades 3-8 & II. Reading & math proficiency levels are calculated separately.

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# INDICATOR 3B: PROFICIENCY

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Slippage

	Children with IEPs who received a valid score & proficiency was assigned	Number of children with IEPs Proficient	FFY 2018 Target	FFY 2018 Data	Status	Slippage
Reading	10,752	1982	<mark>26.26%</mark>	18.43%	Target not met	No Slippage



10,744

Math

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 Children with IEP students who received a valid score and a proficiency was assigned. (Full Academic Year (FAY) does not apply) (Smarter Balanced and MSAA)

Target not met

16.73%

- Math has dropped the last 2 years
- Targets have been set in past by ESSA accountability new Sped Targets set
  - Reading was 46.07% changed to 26.26%

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Math was 46.49% - changed to 23.51%

# INDICATOR 4A SUSPENSION/EXPULSION (RESULTS)



**■ Challenge:** 

Suspension rates for students in special education are twice as high as students not receiving special education services  Goal: Lower the number of students on an IEP who are suspended for greater than 10 days

SORRY! I'M HERE AGAINST MY WILL. I REFUSE TO COOPERATE.

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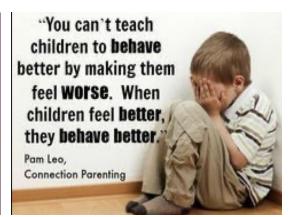
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# INDICATOR 4A SUSPENSION/EXPULSION (RESULTS)



- Percentage of students with disabilities with out of school suspension greater than 10 days
- Data is collected through secure Launchpad site
- Due July I
- This indicator uses lag year data. 2020 submission uses 2017-2018 data



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# INDICATOR 4A: SUSPENSION/EXPULSION (RESULTS) South dakota DEPARTMENT OF EDUCATION (RESULTS)

### How Indicator 4A is Calculated

A= Students with IEPs with out of school suspension or expulsion in the district for greater than 10 school days in the school year

C= District Child Count

## $(A \div C) \times 100 = \%$ Suspended

If greater than 5% of the district child count is suspended, the district is flagged for significant discrepancy.

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# INDICATOR 4A SUSPENSION/EXPULSION (RESULTS) SOUTH dakota DEPARTMENT OF EDUCATION Tourning, Leadership, Service.

Number of districts that have a significant discrepancy	Number of districts that met the State's minimum n size	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status	Slippage
0	3	0.00%	33.33%	0.00%	Met Target	No Slippage

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## INDICATOR 4B SUSPENSION/EXPULSION BY RACE/ETHNICITY (COMPLIANCE)



## Challenge:

Suspension/expulsion rates are higher for students who do not fall under the category of white

## ■ Goal:

Lower the number of students on an IEP who are suspended for greater than 10 days

## Target: 0%

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INDICATOR 4B SUSPENSION/EXPULSION BY RACE/ETHNICITY (COMPLIANCE)



- Percentage of students with disabilities with out of school suspension greater than 10 days disaggregated by race/ethnicity
- Uses same data entered for 4A



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## INDICATOR 4B: SUSPENSION/EXPULSION BY RACE/ETHNICITY (COMPLIANCE)



## How Indicator 4B is Calculated

- B = Students with IEPs per race and ethnic group suspended/ expelled in the district >10 school days during the school year
- C= District Child Count

## $(B \div C) \times 100 = \%$ suspended by race/ethnicity

If greater than 5% of the district child count is suspended, the district is flagged for significant discrepancy.

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## INDICATOR 4B SUSPENSION/EXPULSION BY RACE/ETHNICITY (COMPLIANCE)

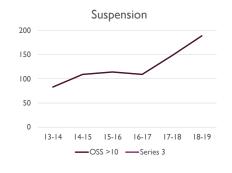


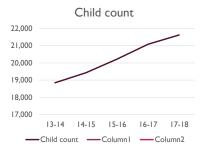
Number of districts that have a significant discrepancy, by race or ethnicity	Number of those districts that have policies procedure, or practices that contribute to the significant discrepancy and do not comply with requirements	Number of districts that met the State's minimum n size	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status	Slippage
0	0	3	0.00%	0%	0.00%	Met Target	No Slippage

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When students miss instruction they fall further behind



Is there an effective behavior plan in place?



Need to figure out why the behaviors are occurring



Look for alternatives

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## EFFORTS TO IMPROVE SUSPENSION SOUTH dekets **RATES**



- De-escalation trainings
- Positive Behavioral Interventions and Supports initiative
- Center for Disability trainings on
  - Mental health
  - **Functional Behavior Assessments**
  - Autism
- MTSS Summer Conference
  - Dr. Terry Scott

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## **INDICATOR 5:** LEAST RESTRICTIVE **ENVIRONMENT** AGES 6-21 (RESULTS)



Measurement: Percent of children with IEPs aged 6 through 21:

- A. Inside the regular class 80% or more of the day;
- **B.** Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

Indicator Goal: The goal of Indicator 5 is to determine whether students with IEPs are appropriately placed in the least restrictive educational environment

Indicator Connections: When students with IEPs receive instruction in the least restrictive environment, they are more likely to demonstrate success on the statewide assessment (Ind. 3), to effect graduation rate (Ind. 1), and the dropout rate (Ind. 2).

> Students placed in the general education classroom 40-79% of their day (Resource Room) are not represented in Indicator 5.

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## INDICATOR 5: LEAST RESTRICTIVE ENVIRONMENT AGES 6-21 (RESULTS)

## Resources Support Inclusive Environments

- IRIS Center: http://iris.peabody.vanderbilt.edu
- SD DOE State Performance Plan webpage: <a href="http://doe.sd.gov/oess/sped-spp.aspx">http://doe.sd.gov/oess/sped-spp.aspx</a>
- Florida's Multi Tiered Systems of Support: http://www.florida-rti.org/floridaMTSS/index.htm

#### **Calculation Guide**

Reg. Classroom w. Modifications

 $\mathbf{A} \div \mathbf{D} \times \mathbf{100}$ 

Self-Contained Classroom

B ÷ D x 100

Out of District

C ÷ D x 100

- A= Students with IEPs served in regular classroom 80% or more of the day
- B= Students with IEPs served in regular classroom less than 40% of the day
- C= Students with IEPs served in separate schools, residential facilities, or homebound/hospital placements
- D=Total students age 6-21 with IEPs

#### Entering and Accessing Data:

**Collection Method:** IEP LRE Placement data is entered into *SIMS/Infinite Campus* throughout the year.

Collection Dates: Dec. 1 Child Count Submission Date: Dec. 1 Child Count

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	Number of children with IEPs aged 6 through 21 served	Total number of children with IEPs aged 6 through 21 (Required)	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status	Slippage	
A Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	13,543	18,789	71.01%	68.00%	72.08%	Met Target	No Slippage	
B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	1,047	18,789	5.46%	6.00%	5.57%	Met Target	No Slippage	
C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	374	18,789	1.94%	3.29%	1.99%	Met Target	No Slippage	

INDICATOR 5: LEAST RESTRICTIVE ENVIRONMENT AGES 6-21 (RESULTS)

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## INDICATOR 6: LEAST RESTRICTIVE ENVIRONMENT AGES 3-5 (RESULTS)



- Measurement: Percent of children ages 3 through 5 years with IEPs attending:
  - A. Regular early childhood program receiving the majority of special education and related service hours in the regular early childhood program (310 and 325)

Calculation: (A1 + B1) ÷ F x 100

- F = total number of students ages 3-5 in all settings
- Does not include students in 315 and 330
- B. Separate special education class, separate school or residential facility (335, 345, 355)

Calculation: [(C1 + C2 + C3)  $\div$  F] x 100

- F = total number of students ages 3-5 in all settings
- Does not include students in 365 and 375

Decision tree for coding and other resources can be found at:

https://doe.sd.gov/sped/Early-Intervention.aspx

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#### FFY 2018 SPP/APR Data

FFT ZUIO SPP/AFR Data	Number of children with IEPs aged 3 through 5 served	Total number of children with IEPs aged 3 through 5	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	682	2,923	24.24%	21.65%	23.33%	Met Target
B. Separate special education class, separate school or residential facility	434	2,923	14.45%	16.16%	14.85%	Met Target

- Although 6A Decreased by .91% Target Met with No Slippage
- 6B Increased by .40% Target Met with No Slippage

Target A for FFY 2019 will remain at 21.65% Target B for FFY 2019 will remain at 16.16%

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# INDICATOR 7: PRESCHOOL OUTCOMES (RESULTS) South dakota DEPARTMENT OF EDUCATION TO THE PROPERTY OF STATE OF THE PROPERTY OF STATE OF THE PROPERTY OF THE PROP

- Measurement: Percent of children ages 3 through 5 with IEPs who demonstrate improved
  - A. Positive social-emotional skills (including social relationships);
  - B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
  - Use of appropriate behaviors to meet their needs.
- Each student placed into a progress category based on their entry and exit scores in the three outcome areas:
  - a) Did not improve functioning
  - b) Improved functioning, no change in trajectory
  - c) Moved closer to functioning like same-aged peers
  - d) Improved functioning to that of same-aged peers
  - e) Functioning like same-aged peers
- This data is then used to develop summary statement scores for each of the outcomes

Summary Statement 1: Of those preschool children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 or exited the program. (c+d)/(a+b+c+d) = %

Summary Statement 2: Percent of children who were functioning within age expectations by the time they turned 6 or exited the program. (d + e)/(a + b + c + d + e) = %



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	Positive	Social-	Acquiring and		Taking		
Progress Categories	# of Children		# of Children		# of Children		EDUCATION
a - Children who did not improve functioning	0	0.00%	0	0.00%	0	0.00%	
b - Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	147	13.87%	313	29.53%	212	20.00%	
c - Children who improved functioning to a level nearer to same-aged peers but did not reach it	152	14.34%	197	18.58%	147	13.87%	
d - Children who improved functioning to reach a level comparable to same-aged peers	148	13.96%	213	20.09%	150	14.15%	
e - Children who maintained functioning at a level comparable to same-aged peers	613	57.83%	337	31.79%	551	51.98%	
Total	1,060	100%	1,060	100%	1,060	100%	
Summary Statements:  Na means not accountable for the summary statement  1. Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited.		67.11%		56.71%		58.35%	
Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.		71.79%		51.89%		66.13%	
Target Summary Statement 1		79.35%		69.50%		71.60%	
Target Summary Statement 2	]	84.35%		57.96%		73.60%	
Met Summary Statement 1?	]	No		No		No	
Summary statement 1 calculation: (c+d)/(a+b+c+d)							
Met Summary Statement 2?		No		No		No	

Targets for Indicator 7 FFY 2018 will be the same for FFY 2019



# INDICATOR 8: PARENT SURVEYS (RESULTS)

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INDICATOR 8: PARENT SURVEYS (RESULTS)

ABOUT GETTING
THE PARENT'S
PERSPECTIVE ON
HOW DISTRICTS
INVOLVETHEM
TO HELP IMPROVE
SERVICES AND
RESULTS FOR
THEIR CHILD

 Results indicator: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

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# INDICATOR 8: PARENT SURVEYS (RESULTS)



## A/B\*100= % of parents responded positively

- A= # of respondent parents of students with IEPs reporting that districts facilitated parent involvement as a means of improving services and results for their child with an IEP.
- B=Total number of respondent parents of students with IEPs

Submission Timeline – Surveys may be distributed throughout the school year prior to April 30. Paper surveys must be postmarked and online surveys submitted by May 31

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# INDICATOR 8: PARENT SURVEYS (RESULTS)

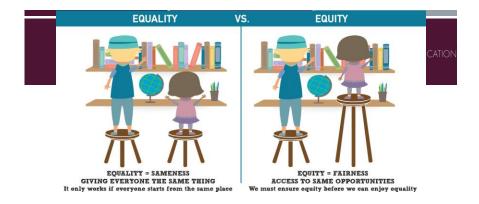


Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	Total number of respondent parents of children with disabilities	FFY 2018 Target	FFY 2018 Data	Status	Slippage
6207	7072	79%	87.77%	Met Target	No Slippage

SD DOE does track response rate. It is not part of Indicator 8 reporting requirements. State response rate is around 35%.

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INDICATOR 9 AND 10: DISPROPORTIONALITY (COMPLIANCE)  It is about ensuring that all our students are supported and appropriately identified in special education

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## INDICATOR 9 & 10 (COMPLIANCE)



#### **Indicator 9 Measurement:**

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Includes all students on an IEP by race/ethnic group.

#### **Indicator 10 Measurement:**

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Includes disability categories:
Specific Learning Disability,
Cognitive Disability,
Emotional Disturbance,
Autism Spectrum Disorder,
Other Health Impaired,
Speech



Number of districts with disproportionate representation of racial and ethnic groups in special education and related services	Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	Number of districts that met the State's minimum n and/or cell size	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status	Slippage
1	0	32	0.00%	0%	0.00%	Met Target	No Slippage

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#### south dakota DEPARTMENT OF EDUCATION **INDICATOR 10 DATA** Number of districts with Number of disproportionate Number of districts with representation of districts that disproportionate racial and ethnic met the representation FFY 2017 FFY 2018 FFY 2018 groups in specific State's Status Slippage of racial and Data Target Data disability minimum n ethnic groups in categories that is and/or cell specific disability the result of categories inappropriate identification 2 14 0.00% 0% 0.00% Met Target No Slippage

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# INDICATOR 11: INITIAL EVALUATIONS (COMPLIANCE)



- Measurement: Percent of children who were evaluated within the 25school day timeline from receiving parental consent to evaluate.
- Indicator 11 is *Initial Evaluations* only.
- District evaluation timeline records and/or dates are collected throughout the school year.

#### Calculation:

**A** = # of students for whom parental consent was received

**B** = # of students whose evaluations were completed within 25-school days

**C** = % of initial evaluations completed within 25-school days

(B ÷ A) x 100 = C % of initial evaluations met timeline

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#### FFY 2018 SPP/APR Data

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State- established timeline)	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status
5,149	5,146	99.89%	100%	99.94%	Did Not Meet Target

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## **INDICATOR 12:** TRANSITION PART C TO B (COMPLIANCE)



- Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday:
  - Part B Special Education programs verifies district submission with the Part C exit data report.
  - District evaluation timeline records and/or dates are collected throughout the school year.
- Calculation:

A = # of children who have been served in Part C and referred to Part B for eligibility determination.

**B** = # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.

C = # of those found eligible who have an IEP developed and implemented by their third birthdays.

D = # of children for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR 300.301(d) applied.

**E** = # of children who were referred to Part C less than 90 days before their third birthdays.

 $[C \div (A - B - D - E)] \times 100 = \%$ 







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## Indicator 12 FFY 2018 Data



#### FFY 2018 SPP/APR Data

11 1 2010 31 1741 K Data	
a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	745
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	195
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	461
d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	6
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	67
f. Number of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.	0

	Numerator (c)	Denominator (a-b-d-e-f)	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	461	477	97.72%	100%	96.65%	Did Not Meet Target

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# INDICATOR 13: SECONDARY TRANSITION (COMPLIANCE)



## Measurement: Percent of youth with IEPs (aged 16 and above) whose IEP includes:

- appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment;
- transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals;
- and annual IEP goals related to the student's transition needs.

#### Districts must document:

- evidence that the student was invited to the IEP team meeting where transition services were discussed
- when appropriate, a representative of any participating agency was invited to the IEP team meeting

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# INDICATOR 13: SECONDARY TRANSITION (COMPLIANCE)



#### **Data Collection**

Data collected during Special Education Accountability Monitoring visits



#### **Calculation Guide**

(A  $\div$  B) x 100 = % of the IEPs reviewed by the onsite review team met compliance.

A= # of students with IEPs age 16 and above whose IEP includes an appropriate transition plan that meets the indicator 13 checklist

B= # of students with an IEP age 16 and above

#### **Submission Timeline**

- Review Team examines transition IEPs during the SPED on-site accountability review.
- The submission date is the date of the on-site accountability review

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4-year cycle for district reviews

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# INDICATOR 13: SECONDARY TRANSITION (COMPLIANCE) SOUTH dakota DEPARTMENT OF EDUCATION (COMPLIANCE)

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2018 Target	FFY 2018 Data	Status	Slippage
107	128	100%	83.59%	Did Not Meet Target	Slippage

This is 100% indicator.

TSLP staff will provide technical assistance the spring prior to the district review.

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## INDICATOR 14: POST SCHOOL OUTCOMES

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Measurement: Percent of youth who are no longer in high school, had Individualized Education Programs (IEPs) in effect at the time they left school, and were:

- A. Enrolled in higher education, or:
- B. Enrolled in higher education or competitively employed, or:
- C. Enrolled in higher education, other postsecondary education or training program, competitively employed, or in other employment: within one year of leaving high school.

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# INDICATOR 14: POST-SCHOOL OUTCOMES (RESULTS)



14A.  $(a \div b) \times 100 = \%$  in higher ed.

14B.  $[(a + c) \div b] \times 100 = \%$  in higher ed. and competitively employed 14C.  $[(a + c + d + e) \div b] \times 100 = \%$  in higher ed., some other post sec. ed. or training program., competitively employed, or other employment

- a. Number of exiter respondents enrolled in higher education (2 or 4 yr degree program)
- b. total number of exiter respondents
- c. Number of exiter respondents competitively employed
- d. Number of exiter respondents enrolled in some other postsecondary education or training program
- e. Number of exiter respondents in some other employment
- \*All respondents are surveyed one year after exiting high school.

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# INDICATOR 14: POST-SCHOOL OUTCOMES (RESULTS)



b. Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	313
a. Number of respondent youth who enrolled in higher education within one year of leaving high school	53
c. Number of respondent youth who competitively employed within one year of leaving high school	168
d. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	10
e. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).	26

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# INDICATOR 14: POST-SCHOOL OUTCOMES (RESULTS)



Total number of respondents = 313	Number of respondent youth	FFY 2018 Target	FFY 2018 Data	Status	Slippage
A. Enrolled in higher education (a)	53	15.5%	16.93%	Met target	No Slippage
B. Enrolled in higher education or competitively employed (a+c)	221	68.5%	70.61%	Met target	No Slippage
C. Enrolled in higher education, or some other postsecondary education or training; or competitively employed; or some other employments (a+c+d+e)	257	82%	82.11%	Met target	No slippage

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# INDICATOR 14: POST-SCHOOL OUTCOMES (RESULTS)



#### How data is collected

#### Part 1:After students exit high school (graduates, ages out, drops out)

April-June - Districts may enter demographic data and exiter information of any exiters from Campus in Appendix A in Launchpad.

OR

 $\label{lem:condition} \mbox{August-September - DOE will upload demographic data of all exiters from Campus, then districts will enter the IEP information in Launchpad.}$ 

#### Deadline: Oct. I

#### Part 2: One year after students exit high school

- Black Hills State University will collect post-school outcomes data in April-September
  - Mail out the surveys
  - Call the students
    - District may volunteer to call students, just contact <a href="mailto:Beth.Schiltz@state.sd.us">Beth.Schiltz@state.sd.us</a>

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# INDICATOR 15 & 16: DISPUTE RESOLUTION (RESULTS)



- Indicator 15: Resolution Sessions (Due Process Hearings)
  - Measurement: the percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
- Indicator 16: Mediation Agreements
  - Measurement: Percent of mediations held that resulted in mediation agreements.
- Data Collection: IDEA Part B Dispute Resolution Survey completed by the Dispute Resolution Coordinator who tracks all due process hearing requests and resolution session results.
- Targets: The state does not have to set targets for either indicator if resolution sessions are under 10.

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# INDICATOR 15 & 16: DISPUTE RESOLUTION (RESULTS)



#### 2018-2019 Results: 100%

- Due Process Resolution Sessions:
  - 3 sessions held
  - 0 agreements
- Mediation Agreements:
  - 3 sessions held
  - 1 related to due process
  - 2 not related to due process



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## SPP RESOURCES



- DOE Special Programs SPP-APR website
  - https://doe.sd.gov/sped/SPP.aspx
    - Reports
    - TA Guides
    - Collection Calendar
    - Indicator webinars
    - Sped Contact Card for each indicator
- Sped Director Calls
  - https://doe.sd.gov/sped/directors.aspx
  - February call we will go over FFY19 SPP reported to OSEP

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